

Connect plus 4

2nd Term 2026

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Unit 7: Protecting Our Planet – Environments and Energy**Overall Unit Goal:**

To enable students to identify and describe different global environments, understand renewable and non-renewable energy sources, discuss environmental issues and solutions, and use the present continuous tense and high numbers in context.

 **Lesson 1: A World of Environments** **Learning Objectives**

- **Identify** and **describe** seven major global environments.
- **Compare** urban and rural environments using key vocabulary.
- **Discuss** the characteristics of one's own local environment.

 **New Vocabulary**

Coastal, desert, mountainous, polar, rainforest, rural, urban, sparsely populated, densely populated, temperature, survive, swamp, delta, metropolitan.

 **Warm Up & Review**

"Good morning, class! Look at the photo on page 2. What do you see? Imagine you are there. Is it hot or cold? Wet or dry? Are there many people? Let's share our ideas. Today, we're starting a journey around the world to explore where people, plants, and animals live."

 **Presentation**

1. Use the images and descriptions on **Page 3**. Present each environment one by one.
2. Highlight key features: *Rainforest* (trees, hot, rainy, many animals), *Coastal* (next to sea, beaches), *Desert* (dry, hot/cold, clever plants), etc.
3. Contrast the terms *sparsely populated* (rural) and *densely populated* (urban).

 **Practice (Pupil's Book Exercises)**

- **Ex. 1 – P.3:** *Listen and read. Write the environments.* Students listen to the audio and fill in the missing environment names.
- **Ex. 2 – P.4:** *Look and circle the environment.* Students look at photos and choose the correct environment from the pair.
- **Ex. 3 – P.4:** *Read and write T or F.* Comprehension check based on the descriptions.
- **Ask and Answer – P.4:** In pairs, students discuss their own environment.

 **Assessment**

Label the picture: Provide two contrasting environment images (e.g., desert vs. rainforest). Students write the correct environment name below each.

Short Writing: "I live in a _____ environment. Two things I see are _____ and _____."

 **Evaluation**

- **The lesson:** It effectively introduced a wide range of geographical vocabulary using clear, comparative descriptions.
 - **The students:** They successfully matched terms to images and began describing their own surroundings using new vocabulary.
 - **The teacher:** They used visual aids and pair discussions to make abstract environment types concrete and relatable.
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 Lesson 2: Our Changing Planet – Pollution & Energy Learning Objectives

- **Define** key terms related to pollution and climate change.
- **Differentiate** between renewable and non-renewable energy sources.
- **Explain** why fossil fuels are a problem and identify cleaner alternatives.

 New Vocabulary

Air pollution, water pollution, carbon dioxide (CO₂), climate change, emissions, fuel, fossil fuels, renewable, non-renewable, solar energy, wind energy, tidal energy, geothermal energy, turbine, generate, store.

 New Structure**Present Continuous for Current Actions/Facts**

- **Rule:** am/is/are + verb-ing
- **Contextual Examples:**
 - People **are burning** fossil fuels.
 - Carbon dioxide **is causing** climate change.
 - We **are using** too much plastic.

 Warm Up & Review

"Yesterday we talked about beautiful places. What can harm these places? Think about cities with lots of cars, or plastic in the ocean. What words come to mind? Today, we'll learn the scientific words for these problems and their solutions."

 Presentation

1. Introduce the problem-solution framework.
2. **Problems (P.5):** Use the podcast and images to teach *air/water pollution, CO₂, emissions*.
3. **Solutions (P.7):** Introduce renewable energy sources. Contrast *non-renewable* (fossil fuels - run out, cause pollution) with *renewable* (sun, wind, water - don't run out, clean).
4. Present the key verbs: *generate* electricity, *store* energy.

 Practice (Pupil's Book Exercises)

- **Ex. 1 & 3 – P.5:** *Listen to the podcast... / Listen again and match.* Students identify the topic and match vocabulary to definitions.
- **Reading – P.7:** Read the text about renewable energy together.
- **Ex. 2 & 3 – P.8:** *Match the types of energy to the photos / Answer the questions.*

- **Ex. 5 – P.8:** Read and choose the best meaning. Focus on understanding vocabulary in context (generate, store, tide, turbine).

 **Assessment**

Classify the words: Provide a list: *coal, sun, wind, oil, natural gas, waves*. Students sort them into **Renewable** and **Non-renewable** columns.

Complete the sentence: "Wind turbines use the wind to _____ electricity." (generate)

 **Evaluation**

- **The lesson:** It clearly linked human actions to environmental impact and presented viable alternatives, fostering critical thinking.
 - **The students:** They grasped the fundamental difference between energy sources and could categorize them correctly.
 - **The teacher:** They connected the lesson to current global issues, making the content urgent and relevant.
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 Lesson 3: Powering the Future – Reading & Writing Reports Learning Objectives

- **Extract** specific information from a factual report.
- **Identify** the structural features of a report (title, subtitles, photos, facts).
- **Write** a simple report using a given structure and vocabulary.

 Warm Up & Review

"We've learned about different energies. Who remembers what *geothermal* energy is? Where is Iceland? Is it hot or cold? It's cold, but it has volcanoes! How can that make energy? Let's find out."

 Presentation

1. Analyze the report on **Geothermal Energy in Iceland (P.9)**.
2. Teach the **features of a report** using the "Writing tip!" box: Title, Photos, Subtitles, Facts & Figures.
3. Model how to find information: "Look at the subtitle 'Why Iceland?'. The answer is in the text next to it."
4. Transition to **Hydroelectricity (P.10)**. Read about the High Dam in Aswan.

 Practice (Pupil's Book Exercises)

- **Ex. 1 & 2 – P.9:** *Read the report... / Read the tip and find these features.*
- **Ex. 3 – P.9:** *Look at these numbers...* Students explain what 600, 200, and 100 refer to.
- **Ex. 4 & 6 – P.10:** *Read the text... / Write a report about hydroelectricity...* Students use the subtitles (*Why Aswan? How does it work? Why is it important?*) to structure their own short report on the High Dam.

 Assessment

Complete the report outline for the High Dam:

- **Title:** Hydroelectricity at the High Dam
- **Subtitle 1 (Why Aswan?):** [Student writes one fact]
- **Subtitle 2 (How does it work?):** [Student writes one fact]
- **Subtitle 3 (Why is it important?):** [Student writes one fact]

 Evaluation

- **The lesson:** It successfully taught information literacy skills, showing students how to read and write factual texts.
- **The students:** They learned to scan for specific data (numbers, reasons) and applied a template to organize their writing.

- **The teacher:** They scaffolded the writing task effectively, moving from analysis of a model to guided production.
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Lesson 4: Big Numbers, Big Ideas – Statistics & Speaking

Learning Objectives

- **Read, say, and order** large numbers up to one billion.
- **Listen** to and **express** opinions on environmental actions.
- **Use** agreement/disagreement phrases in a discussion.

New Vocabulary

Million, billion, absorb, project, protect, average, recycle, waste, garbage, agree, disagree.

Warm Up & Review

"Let's play a quick number game! If I have 1,000, and I add another 1,000, how many do I have? (2,000) What comes after 9,000? (10,000) Today we're going all the way up to *billions*! Why? Because we need big numbers to talk about big global problems and solutions."

Presentation

1. **Large Numbers (P.11):** Use the tree-planting story to introduce big numbers. Teach place value: Thousand (1,000), Million (1,000,000), Billion (1,000,000,000).
2. **Speaking & Opinion (P.12):** Present the two questions: What can *our country* do? What can *I* do? Model the dialogue, highlighting the **Speaking tip!** phrases: *I agree. I'm not sure. I disagree.*

Practice (Pupil's Book Exercises)

- **Ex. 2 – P.11:** *Put these large numbers in order.* Use physical cards or board work.
- **Ex. 3 & 4 – P.11:** *Listen and say. Circle the numbers.*
- **Ex. 5 & 6 – P.12:** *Read and listen... / Work in pairs. Think and role-play.* Students prepare and perform dialogues answering the two key questions, using opinion phrases.

Assessment

Number Dictation: Say three large numbers (e.g., "ten million," "one hundred thousand," "two billion"). Students write the numerals.

Exit Ticket: Write one thing *Egypt* can do and one thing *you* can do for the environment.

Evaluation

- **The lesson:** It combined mathematical literacy with language production, addressing both comprehension and speaking skills.
- **The students:** They gained confidence in handling large numbers and participated in structured, opinion-based dialogues.

- **The teacher:** They created a supportive environment for discussion, ensuring all students practiced the target functional language.
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Lesson 5: Be the Change – Project: An Environmental Poster

Learning Objectives

- **Synthesize** unit knowledge to propose a local environmental improvement.
- **Create** a persuasive poster to communicate an idea.
- **Present** and **justify** the proposal using unit vocabulary and structures.

Warm Up & Review

"Think about our town/city/school. What's one thing you would like to improve? More trees? Less litter? Cleaner air? Today is your chance to be a designer and a leader. You will create a poster to make our environment better, just like the competition on page 13!"

Presentation

1. Introduce the final project: **Make our town a better place! (P.13)**
2. Review the task: Create a poster with an idea. It must be **persuasive**.
3. Brainstorm ideas as a class using the prompts: more green spaces, cleaner streets, less traffic, more recycling bins.
4. Discuss poster elements: A catchy title, a clear idea, reasons *why* it helps, a simple drawing.

Practice (Project Work)

- **Step 1 – Brainstorming (Ex. 2 – P.13):** Students use the questions to make notes on their idea.
- **Step 2 – Drafting:** Students sketch their poster layout.
- **Step 3 – Creating:** Students produce their final poster on paper.
- **Step 4 – Presenting:** Students present their poster to a small group, saying: "My idea is... This will help because..."

Assessment

The **poster and presentation** are the main assessment. Evaluate based on:

1. **Content & Persuasion:** Is the idea clear? Are good reasons given?
2. **Language:** Use of unit vocabulary (e.g., *environment, pollution, renewable, recycle*).
3. **Clarity & Creativity:** Is the poster neat and eye-catching?
4. **Presentation:** Can the student explain their idea clearly?

Evaluation

- **The lesson:** It provided a meaningful, creative culmination to the unit, allowing students to apply their learning to a real-world context.

- **The students:** They took ownership of their ideas, engaged in persuasive design, and practiced public speaking.
 - **The teacher:** They facilitated the creative process, encouraged peer feedback, and celebrated student initiative.
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✨ Unit Wrap-up:

This unit empowered students to move from understanding global environments and problems to proposing concrete, local solutions. It integrated geography, science, math, and language arts, fostering environmental stewardship, critical thinking, and effective communication. The final project transformed students from passive learners into active advocates for their planet.

Unit 8: Celebrating Cultures – Festivals, Food, and Stories

Overall Unit Goal:

To enable students to describe traditional festivals and foods, compare present simple and present continuous tenses, understand and create tourist information, and comprehend and write simple stories based on traditional fables.

Lesson 1: Time to Celebrate! – Egyptian Festivals

Learning Objectives

- **Identify** and **describe** key features of two major Egyptian festivals: Sham El-Nessim and Eid Al-Adha.
- **Use** sequencing vocabulary (sunrise, sunset, before, during) to talk about festival activities.
- **Ask and answer** personal questions about celebrations.

New Vocabulary

Sham El-Nessim, Eid Al-Adha, sunrise, sunset, festival, fairground, sacrifice, mosque, prayer, grateful, pilgrimage (Hajj), decorate, celebrate, feast.

Warm Up & Review

"Good morning! Look at the photo on page 2. What's happening? Are the people happy? What do you think they are celebrating? Have you ever been to a big celebration like this? Today, we'll learn about two very special celebrations in Egypt that bring families and friends together."

Presentation

1. Introduce the two festivals using the texts and images on **Page 3**.
2. Create a **comparison table** on the board:
 - **Sham El-Nessim:** *When?* (Spring, Coptic Easter Monday). *What do people do?* (Go to parks, paint eggs, eat special food).
 - **Eid Al-Adha:** *When?* (Islamic month of Dhu al-Hijjah). *What do people do?* (Prayer, sacrifice, give meat, wear new clothes, visit family).
3. Pre-teach key verbs: *celebrate, decorate, give out*.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.3:** Listen and read. In which festival...? Students listen/read and identify Eid Al-Adha as the answer.
- **Ex. 2 – P.3:** Read again and circle. Check understanding of sunrise/sunset.
- **Ex. 3 – P.4:** Read again. Match the words to the definitions.
- **Ex. 4 – P.4:** Read and check the correct picture. (The lantern-making story).
- **Ask and Answer – P.4:** Students discuss the questions in pairs.

Assessment

Complete the sentences:

1. At Sham El-Nessim, people decorate _____. (eggs)
2. At Eid Al-Adha, people give meat to _____ and _____. (family, friends)
True or False: "Sham El-Nessim is a festival for the start of winter." (False)

Evaluation

- **The lesson:** It effectively introduced culturally significant content, building respect and knowledge about local traditions.
 - **The students:** They engaged with personal connections to the festivals and successfully extracted key details from the texts.
 - **The teacher:** They facilitated inclusive discussions, allowing students to share their own experiences respectfully.
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Lesson 2: A Taste of Tradition – Food and Recipes

Learning Objectives

- **Name** common Egyptian dishes and their ingredients.
- **Use** adverbs of frequency (always, usually, sometimes, never) to describe eating habits.
- **Follow** and **describe** a simple recipe sequence.

New Vocabulary

Recipe, cookbook, dish, beans, garlic, herbs, pastry, olive oil, spices, vinegar, digest, vegetarian, Hawawshi, Ful Medames, Fatta, Koshary.

Adverbs: always, usually, often, sometimes, never.

Adverbs of Manner: carefully, well, easily.

New Structure

Adverbs of Frequency

- **Rule:** They describe *how often* something happens. Usually placed before the main verb (e.g., We *always* eat bread) or after the verb 'to be' (e.g., It *is never* spicy).
- **Scale:** Never -> Sometimes -> Often -> Usually -> Always.

Warm Up & Review

"Think about your favorite meal. What's in it? Is it sweet, salty, or spicy? Who makes it best? In our story, Aya is looking at her grandma's cookbook. What do you think she will find inside? Let's explore Egyptian food!"

Presentation

1. Read "Grandma's Cook Book" on **Page 5**.
2. Present the four dishes from the images (**Page 5-6**): Koshary, Ful Medames, Hawawshi, Sayadeya. Discuss main ingredients.
3. Introduce **adverbs of frequency** using sentences from the text (Ex. 5, P.6):
"We *always* eat it with bread."
4. Introduce **adverbs of manner**: Grandma cooks *well*. Aya looks *carefully*.

Practice (Pupil's Book Exercises)

- **Ex. 2 – P.5:** Read about the meals... Discuss which dish sounds tastiest.

- **Ex. 3 – P.6:** *Look and write.* Label the ingredient pictures.
- **Ex. 4 – P.6:** *Read again and answer.* Comprehension questions about the dishes.
- **Ex. 5 & 6 – P.6:** *Look at these sentences... / Put the words in order.* Focus on adverbs of frequency.

Assessment

Create a simple recipe card for one dish (e.g., Ful Medames). Students list 3 ingredients and write one sentence using an adverb of frequency: "People *usually* eat it for breakfast."

Evaluation

- **The lesson:** It connected language learning to daily life (food) and introduced useful grammatical structures in a clear context.
 - **The students:** They expanded their descriptive vocabulary and began using adverbs to make more precise statements.
 - **The teacher:** They used multisensory teaching (visuals of food) to maintain high engagement and cater to different learners.
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 Lesson 3: Dressed for the Occasion – Clothes and Grammar Learning Objectives

- **Identify** traditional and modern Egyptian clothing items.
- **Contrast** the uses of the **Present Simple** and **Present Continuous** tenses.
- **Describe** what people are wearing and what they usually wear.

 New Vocabulary

Galabeya, kaftan, hizam (belt), linen, sleeve, jewelry, sandals, leather, striped, loose, prefer, keep cool/warm.

 New Structure**Present Simple vs. Present Continuous**

- **Present Simple:** For habits, routines, general truths. (*Men often wear the galabeya. White keeps you cool.*)
- **Present Continuous:** For actions happening now, at the moment of speaking. (*What are they wearing now?*)
- **Signal Words:** *Usually, often, always* vs. *Now, today, at the moment.*

 Warm Up & Review

"Look at what you're wearing today. Is it formal or casual? What do you wear for a wedding or Eid? Clothes can tell us about the weather, culture, and occasion. Let's learn about traditional Egyptian clothes and how to talk about them."

 Presentation

1. Use the images and text on **Page 7**. Discuss why ancient Egyptians wore linen (to keep cool).
2. Present the clothing vocabulary using the matching exercise (Ex. 2).
3. Present the **grammar box** on **Page 8**. Use the two example sentences to clearly contrast the tenses:
 - *Men often wear the galabeya.* (General fact/habit)
 - *What are they wearing now?* (Action happening now)

 Practice (Pupil's Book Exercises)

- **Ex. 1 & 3 – P.7:** Listen and read. Why...? / Listen again and circle.
- **Ex. 2 – P.7:** Read and match. Label the parts of clothing.
- **Ex. 1 – P.8:** Read and complete the text. Students choose the correct tense (Present Simple or Continuous) for Hana and Adam.
- **Ex. 2 & 3 – P.8:** Work with a partner... Students describe photos and ask each other questions about clothing.

 Assessment

Grammar Spot: Provide 5 sentences. Students write **PS** (Present Simple) or **PC** (Present Continuous) next to each.

1. I *am wearing* a blue shirt today. (PC)
2. My father *usually wears* a galabeya on Friday. (PS)

Describe: Show a picture of someone in traditional clothes. Students write two sentences: one in Present Simple (habit) and one in Present Continuous (now).

 Evaluation

- **The lesson:** It clarified a challenging grammatical distinction using the highly visual and relatable context of clothing.
- **The students:** They correctly applied the two tenses in controlled exercises and began using them in personal descriptions.
- **The teacher:** They provided clear, contrasting examples and gave immediate feedback during pair work.

 **Lesson 4: Welcome to Egypt! – Tourism and Brochures** **Learning Objectives**

- **Extract** key information from a tourist brochure text.
- **Identify** the purpose and features of persuasive informative writing.
- **Write** a short brochure paragraph about a local festival or attraction.

 **New Vocabulary**

Visitor, guest, host, sight, generous, stew, tradition, invite, serve, typical, stuffed, festival, statue, temple, sunlight.

 **Warm Up & Review**

"If a friend from another country was visiting you, what would you show them? What would you tell them to do or not do? What food would they *have to* try? Today, you will become tour guides, writing about Egypt for visitors."

 **Presentation**

1. Read the tourist text on **Page 9**. Discuss: "Who is this for? (Visitors/Tourists). What is its purpose? (To inform and attract)."
2. Identify key information categories: **Places to See, Traditions, Food, Tips**.
3. Move to **Page 10** (Abu Simbel Sun Festival). Analyze the structure: It gives facts (what, when, where) and opinions (why it's enjoyable).
4. Introduce the brochure project. Show how to structure a short paragraph: **Fact 1, Fact 2, Opinion + Reason**.

 **Practice (Pupil's Book Exercises)**

- **Ex. 1 & 2 – P.9:** *Read the text... / Read again and find these words.*
- **Ex. 3 – P.9:** *Check the information.* Students identify what's included in the text.
- **Ex. 5 – P.10:** *Read again and match opinions to reasons.* Teaches persuasive structure.
- **Project – P.10:** *Write a tourist brochure about your region.* Guide students through the steps: choose a festival/place, list facts, write an opinion with a reason.

 **Assessment**

Draft your brochure paragraph. Students submit a draft with:

1. Name of Festival/Place.
2. Two facts (When? What happens?).
3. One opinion with a reason. (e.g., "I think visitors would love it because the food is delicious.")

 **Evaluation**

- **The lesson:** It developed real-world writing skills (persuasive informational text) and encouraged pride in local culture.
 - **The students:** They learned to distinguish fact from opinion and organized information for a specific audience.
 - **The teacher:** They provided a clear template for the writing task, reducing anxiety and focusing on content.
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 Lesson 5: Stories with a Lesson – Reading and Writing Fables Learning Objectives

- **Identify** the key elements of a story (characters, setting, plot, conflict, resolution).
- **Understand** the moral or lesson of a traditional fable.
- **Plan** and **write** a simple original story using a structured framework.

 New Vocabulary

Fable, folklore, moral, shipwrecked, sailor, servant, giant, patient, present, successful, frightened.

Story Elements: Characters, setting, plot, conflict, resolution.

 Warm Up & Review

"Do you know the story of 'The Lion and the Mouse'? What happens? What does it teach us? (Even small friends can be a big help). Stories that teach a lesson are called fables. Today, we'll read a very, very old Egyptian fable."

 Presentation

1. Read "The Tale of the Shipwrecked Sailor" (**Pages 11-12**). Discuss the plot and the servant's advice: "Be patient and things get better."
2. Focus on the **story elements table** on **P.12**. Use the story to give examples for each:
 - **Characters:** The servant, the snake, the king.
 - **Setting:** An island in the sea.
 - **Plot:** Shipwreck -> meets snake -> hears its story -> gets rescued.
 - **Conflict:** The servant is alone and wants to go home.
 - **Resolution:** A ship comes and takes him home.
3. Discuss the **moral** (possible answers: Patience is important. Help comes to those who wait.)

 Practice (Pupil's Book Exercises)

- **Ex. 1 – P.11:** Listen and read. Choose the best title.
- **Ex. 2 – P.12:** Read the story again and answer the questions.

- **Ex. 3 – P.12:** Read the story again and complete the table. Fill in the story elements.
- **Project – P.13:** Guide students through steps 1-3 to create their own story.

Assessment

Complete a Story Planner (Worksheet with boxes for Characters, Setting, Plot (Beginning, Middle, End), Conflict, Resolution).

Write the first paragraph of their story, introducing the character and setting.

Evaluation

- **The lesson:** It deconstructed narrative structure, providing students with tools to analyze and create their own stories.
- **The students:** They engaged with the ancient tale and showed understanding by identifying its core elements and moral.
- **The teacher:** They empowered students' creativity by providing a clear, step-by-step framework for story writing, making a complex task manageable.

Unit Wrap-up:

This unit beautifully wove together the threads of cultural identity, language, and creativity. Students progressed from learning about tangible aspects of culture (festivals, food, clothes) to producing cultural outputs (a brochure, a story). This journey fostered cultural appreciation, grammatical accuracy, and confident self-expression.

Unit 9: Treasures of the Past – Heritage and Archaeology

Overall Unit Goal:

To enable students to understand the concept of cultural heritage, describe archaeological sites and artifacts, use the past continuous tense, interpret bar charts, and write factual reports based on historical and archaeological information.

Lesson 1: Our Story – Understanding Heritage

Learning Objectives

- **Define** the concept of "cultural heritage" and give examples.
- **Identify** key elements of Egypt's heritage, including agriculture, writing, and monuments.
- **Express** pride in and connection to one's own heritage.

New Vocabulary

Heritage, identity, civilization, archaeologist, site, monument, temple, agriculture, calendar, fertile, season, flooding, growing, harvesting.

Warm Up & Review

"Look at the photo on page 2. What do you see? Old stones, maybe a temple? Who lived there? What can these old places tell us about people who lived thousands of years ago? Today, we start a new unit about the treasures of the past that tell our story. This is called our 'heritage'."

Presentation

1. Present the concept of **Heritage** using the text "My heritage" on **Page 3**. Clarify the definition: It's not just location (a) or only the present (c), but what people have done (b) – their history and traditions.
2. Highlight examples from the text: art, buildings, objects, food, music, dancing, agriculture, calendars, writing.
3. Connect to **Page 4**: Explain how the Nile and agriculture are a foundational part of Egypt's heritage. Use the three-season farming cycle.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.3:** *Read, think and choose.* Students select the correct definition of heritage.

- **Ex. 2 – P.3:** *Listen and read.* Focus on where the writer learns (museums).
- **Ex. 3 – P.3:** *Read again.* Write T or F. Check comprehension and correct false statements.
- **Ex. 1 – P.4:** *Complete the sentences.* Use the new vocabulary in context.
- **Discussion – P.4:** Students discuss famous sites and agriculture in pairs.

Assessment

Complete the mind map: In the center: "Egypt's Heritage". Students write at least 4 examples in the branches (e.g., Pyramids, Writing (Hieroglyphics), Farming on the Nile, Senet game).

Short Answer: "Name one thing that is part of YOUR family's heritage." (e.g., a special recipe, a tradition).

Evaluation

- **The lesson:** It successfully introduced an abstract concept (heritage) using concrete, relatable examples from Egyptian history.
- **The students:** They began to see themselves as part of a historical continuum and connected past achievements to modern identity.
- **The teacher:** They facilitated discussions that linked national heritage to personal and family traditions.

 Lesson 2: Stories from the Sand – Narratives and Past Tense Learning Objectives

- **Follow** and **sequence** a narrative that connects the past and present.
- **Review** and **use** the **Past Simple** tense for completed actions.
- **Introduce** the **Past Continuous** tense for actions in progress in the past.

 New Vocabulary

Artifact, senet (board game), counter, wave, look after, ordinary, wooden, finally.

Sequencing Words: Then, next, finally.

 New Structure**Past Continuous Tense**

- **Rule:** was/were + verb-ing
- **Use:** To describe an action that was *in progress* at a specific time in the past. Often sets the scene or is interrupted.
- **Examples from Text:**
 - Akil *was sitting* under a tree.
 - Sara *was reading* the information.
- **Formation:** I/He/She/It **was** + V-ing. You/We/They **were** + V-ing.

 Warm Up & Review

"Do you like board games? What's your favorite? Imagine finding a game that is 3,500 years old! Who played it? Today we'll read two stories—one in the past and one in the present—that are connected by a very old game."

 Presentation

1. Read the story on **Pages 5-6**. Distinguish the two timelines: Akil & Ottah (past story) and Sara at the museum (present story).
2. Focus on **sequencing** (Ex. 3: *then, next, finally*) to show how stories are told.
3. **Grammar Focus:** Highlight the **Past Simple** verbs (Ex. 4: helped, made, played, stopped, found) for completed actions.

4. Introduce the **Past Continuous** using the sentences in Ex. 5. Explain it describes what was *happening* at that moment in the past.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.5:** Read the story. What did Sara see? (A senet game).
- **Ex. 2 – P.6:** Put the sentences in order. Sequence the events of Akil's story.
- **Ex. 4 – P.6:** Find and write the past simple form.
- **Ex. 5 & 6 – P.6:** Read the sentences... / Read and circle. Introduction and practice of Past Continuous forms.

Assessment

Identify the Tense: Provide 5 sentences from/related to the story. Students write **PS** (Past Simple) or **PC** (Past Continuous).

1. Ottah *showed* Akil a game. (PS)
2. They *were playing* happily. (PC)

Write: One sentence about what you *were doing* yesterday at 5 pm, using the Past Continuous.

Evaluation

- **The lesson:** It effectively used an engaging narrative to present and contrast two key past tenses.
- **The students:** They understood the difference between a finished action (Past Simple) and an ongoing past action (Past Continuous) within a story context.
- **The teacher:** They clearly modeled the new tense and provided immediate practice in a controlled exercise.

Lesson 3: Exploring History – Tourism and Archaeology

Learning Objectives

- **Describe** major Egyptian archaeological sites and their features.
- **Use** new vocabulary related to archaeology and artifacts.
- **Listen** for specific information about tourist experiences.

New Vocabulary

Tourist, archaeological, structure, pottery, vase, clay, decorate, pot, oil, perfume, engraving, tomb, bury, cruise, tool, mask.

Sites: Giza (Pyramids, Sphinx), Saqqara (Step Pyramid), Alexandria (Library, Citadel), Luxor (Karnak, Valley of the Kings).

Warm Up & Review

"If you were a tour guide for a day, which historical place in Egypt would you take visitors to? Why? What would you show them? Today, we're going to be tour guides and learn about the most famous sites that tell the story of ancient Egypt."

Presentation

1. Use the text on **Page 7** as a "virtual tour." Present each site (Giza, Saqqara, Alexandria, Luxor) with its key feature.
2. Pre-teach the artifact vocabulary from **Page 8** (pottery, vase, mask, etc.) using the images.
3. Explain the link: **Archaeologists** find **artifacts** (like tools, pottery) at **sites** (like Luxor), which **tourists** come to see to learn about **heritage**.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.7:** Listen and read. Where can you see engravings? (Luxor/The Valley of the Kings).
- **Ex. 2 – P.7:** Read again and answer. Site-specific comprehension questions.
- **Ex. 3 – P.8:** Look and write. Label the artifact pictures.
- **Ex. 4 – P.8:** Read Exercise 1 again and complete. Close activity focusing on pottery.
- **Ex. 5 – P.8:** Listen and match. Listening comprehension linking people to places they visited.

 **Assessment****Match the site to its fact:**

1. Giza a) Has the Step Pyramid for King Djoser.
2. Saqqara b) You can take a Nile cruise to get here.
3. Luxor c) Has the Pyramids and the Sphinx.
4. Alexandria d) Had the famous ancient library.

Design a postcard: Students draw a famous site and write one sentence about it for a tourist.

 **Evaluation**

- **The lesson:** It successfully expanded students' knowledge of their own country's historical landmarks in English.
 - **The students:** They acquired specific vocabulary to describe artifacts and locations, moving beyond general terms.
 - **The teacher:** They integrated listening and reading skills, catering to different learning styles.
-

Lesson 4: Reading the Data – Bar Charts and Museums

Learning Objectives

- **Identify** the parts of a bar chart (x-axis, y-axis, title).
- **Interpret** data presented in a bar chart to answer questions.
- **Understand** the purpose of museum notes and the information they contain.

New Vocabulary

Exhibition, bar chart, axis (x-axis, y-axis), horizontal, vertical, visitor, design, project, popular, least.

Museum Terms: Statue, boat, mask, material (limestone, wood, gold), height, width, length.

Warm Up & Review

"Have you ever been to a museum? What was your favorite thing to see? How do museums know which room is the most popular? They count visitors! Today, we'll learn how to show those counts using a special kind of graph called a bar chart."

Presentation

1. Use Adam's project on **Pages 9-10** to explain bar charts.
2. Clearly define: **Title** (Visitors in the new museum), **X-axis** (horizontal, shows categories – exhibitions), **Y-axis** (vertical, shows numbers – visitors).
3. Move to **Page 11**: Show how museums use notes to give clear, factual information about artifacts. Introduce the **5 Ws + How** structure (What, How old, Made of, How big, Where from).

Practice (Pupil's Book Exercises)

- **Ex. 1 & 2 – P.9:** *Read the story... / Look and read.* Introduce the bar chart concept.
- **Ex. 3 – P.9:** *Read again and complete.* Label the x-axis and y-axis.
- **Ex. 1 & 2 – P.10:** *Look at Adam's bar chart again...* Data interpretation questions.
- **Ex. 3 – P.10:** *Look at this information. Complete the bar chart.* Students draw their own simple bar chart.
- **Ex. 1 & 2 – P.11:** *Read the museum notes... / Match these interesting facts.* Focus on factual description.

 **Assessment**

Read the bar chart (a simple provided chart about favorite fruits). Answer: Which fruit is most popular? Which is least? How many people like apples?

Write museum notes for a simple object (e.g., a clay pot: It is 20 cm tall, 1,000 years old, made of clay, from Fayoum).

 **Evaluation**

- **The lesson:** It integrated math (data handling) with language arts in a practical, relevant context.
 - **The students:** They learned to "read" visual data and extract information, a key 21st-century skill.
 - **The teacher:** They patiently guided students through the new concept of axes and data representation.
-

 Lesson 5: Reporting the Find – Writing a Factual Report Learning Objectives

- Apply the **Past Continuous** tense in a narrative context.
- **Plan** and **write** a short newspaper report about an archaeological discovery.
- Use the **5 Ws** structure to organize factual information.

 Warm Up & Review

"Imagine you're an archaeologist. Your brush moves the sand... and you see something shiny! What is it? How do you feel? How would you tell the world about your discovery? Today, you'll write a news report about an amazing find!"

 Presentation

1. Review the **Past Continuous** for setting the scene: "I *was working* in the desert when I saw..."
2. Revisit the **Writing tip!** on **Page 12**: Reports answer Who, What, When, Where, How. They give **facts**, not opinions.
3. Use the scaffold on **Page 13**. Model how to use the sentence starters (Ex. 1), then answer the planning questions (Ex. 2) to gather facts before writing the full report (Ex. 3).

 Practice (Pupil's Book Exercises)

This lesson is dedicated to the **writing project on Page 13**.

- **Ex. 1 – P.13:** *Complete the sentences...* Students choose a starter and conjugate the verb in Past Continuous.
- **Ex. 2 – P.13:** *Look and read. Think of your own ideas...* Students brainstorm answers to the 4 planning questions for their imaginary site.
- **Ex. 3 – P.13:** *Write a report...* Students combine their sentence starter and planning notes into a cohesive paragraph (5-7 sentences).

 Assessment

The **finished news report paragraph** is the main assessment. Evaluate based on:

1. **Grammar:** Correct use of Past Continuous in the opening and overall past tenses.

2. **Content:** Includes answers to most of the 5 Ws (What was found? Where? When? Why important?).
3. **Clarity:** Sentences are complete and follow a logical order.

✔ Evaluation

- **The lesson:** It provided a creative yet structured outlet for students to synthesize unit vocabulary (archaeology, artifacts) and grammar (Past Continuous).
- **The students:** They engaged imaginatively with the role of an archaeologist and produced a piece of factual writing with a narrative hook.
- **The teacher:** They supported the writing process with clear steps, reducing anxiety and fostering successful written production.

✨ Unit Wrap-up:

This unit took students on an exploratory journey from understanding the broad concept of heritage to actively interpreting and reporting on its specific components. They moved from passive learning to active skills: analyzing data (bar charts), describing artifacts, and composing reports. This fostered critical thinking, cultural pride, and practical English application.

Review Unit 3 – Protecting Our Planet & Celebrating Cultures (Units 7, 8, 9)

Overall Review Goal:

To consolidate and assess students' understanding of key vocabulary, grammatical structures, and themes from the previous three units (Environments/Energy, Festivals/Traditions, Heritage/Archaeology) through integrated skills practice and a culminating creative writing task.

Lesson 1: Vocabulary & Grammar Consolidation

Learning Objectives

- **Review** and **categorize** key vocabulary from Units 7, 8, and 9.
- **Differentiate** between Present Simple, Present Continuous, Past Simple, and Past Continuous tenses.
- **Apply** correct verb forms and tenses in controlled exercises.

Warm Up & Review

"Welcome back, explorers of language and culture! Over the last few units, we've covered so much: from deserts to festivals, from pyramids to grammar. Let's do a quick brain warm-up. I'll say a word, you tell me which unit it's from: 'Geothermal'? (Unit 7). 'Feast'? (Unit 8). 'Artifact'? (Unit 9). Great! Today, we're going to sort all these words and check our grammar muscles."

Presentation

1. Create three large columns on the board: **Unit 7 (Planet)**, **Unit 8 (Celebrations)**, **Unit 9 (Heritage)**.
2. Elicit vocabulary from students to fill each column. Use the exercises on **Page 1** as prompts.
3. Quickly review the **four key tenses**:
 - **Present Simple**: Habits/routines (always, usually).
 - **Present Continuous**: Happening now (now, today).
 - **Past Simple**: Finished actions (yesterday, last year).
 - **Past Continuous**: Was happening in the past (was/were + V-ing), often interrupted.

 **Practice (Review Book Exercises)**

- **Ex. 1 – P.1:** Write the words in the correct box. Categorize environment and energy types.
- **Ex. 2 – P.1:** Look, choose, and write. Label pictures with vocabulary (beans, linen, etc.).
- **Ex. 3 – P.1:** Read and answer yes or no. General knowledge review across units.
- **Ex. 4 – P.2:** Complete the sentences with the correct form of the verbs. Mixed tense practice.
- **Ex. 5 – P.2:** Order the sentences. Focus on adverb placement and word order.
- **Ex. 6 – P.2:** Read and circle. Then match and number. Past Continuous identification and matching.


 **Assessment**

Quick Quiz: Provide 10 sentences with a missing verb. Students must write the verb in the correct tense based on context clues.

Example: "Yesterday, I (visit) _____ the museum." (visited - Past Simple)

 **Evaluation**

- **The lesson:** It effectively served as a "spaced repetition" session, reactivating a wide range of vocabulary and crucial grammar points.
- **The students:** They demonstrated recall of vocabulary and showed improved accuracy in tense selection in controlled practice.
- **The teacher:** They efficiently managed review by categorizing information and providing clear, concise grammar reminders.

 **Lesson 2: Skills Integration – Listening, Reading, and Cloze** **Learning Objectives**

- **Listen** for specific information to complete a cloze passage.
- **Read** for detail to match vocabulary and sequence events.
- **Integrate** knowledge from multiple units to complete comprehensive exercises.

 **Warm Up & Review**

"Today is all about putting the pieces together. We'll listen, read, and use everything we know to complete puzzles of language. First, let's think about Ramadan. What do you remember? What do people do? What do they eat? Let's listen to a story about it."

 **Presentation**

1. Focus on the **cloze exercise (Ex. 1, P.3)**. Pre-teach any challenging vocabulary (kunafa, mess). Explain that they must use **grammar clues** (tense, subject-verb agreement) and **context clues** to choose the correct word.
2. For **Ex. 3 on P.4**, highlight that it's a mixed review: sentences cover food (U8), energy (U7), graphs (U9), and environment (U7). Students must draw from all units.

 **Practice (Review Book Exercises)**

- **Ex. 1 – P.3:** *Read and complete. Choose a, b, or c. Then listen and check.* Integrated grammar and listening cloze.
- **Ex. 2 – P.3:** *Listen and number the photos. Then match and write.* Listening for specific info and vocabulary (engravings, mask, etc.).
- **Ex. 3 & 4 – P.4:** *Look, read, and number... / Read again and complete...* Comprehensive reading and vocabulary completion.
- **Ex. 5 – P.4:** *Read and answer.* Short answer questions testing integrated knowledge.

 **Assessment**

Create your own cloze sentence: Students write one sentence about any topic from Units 7-9, leaving a blank for a key verb or noun. They swap with a partner to fill in the blank.

 **Evaluation**

- **The lesson:** It successfully challenged students to apply their knowledge across different skill areas (listening, reading, vocabulary) simultaneously.

- **The students:** They showed they could use context to deduce meaning and select appropriate grammatical forms.
 - **The teacher:** They guided students to identify clue types in the cloze exercise, building valuable test-taking strategies.
-

 **Lesson 3: Reading Application – The Sunken City** **Learning Objectives**

- **Read** an extended informational text about an archaeological discovery for main ideas and details.
- **Sequence** historical events on a timeline.
- **Define** new, topic-specific vocabulary in context.

 **New Vocabulary**

Shipwreck, port, sink (v), rowing boat, sail, tsunami, clay, brick, current, reef, artificial reef, diver, explore.

 **Warm Up & Review**

"Have you ever wondered what secrets are hidden under the sea? Our last unit was about archaeology on land. But what about under the water? Today, we're going to read about an incredible discovery: a whole city and a ship, asleep under the Mediterranean Sea for over 2,000 years!"

 **Presentation**

1. Pre-teach essential vocabulary using the matching exercise (**Ex. 2, P.6**).
2. Introduce the text on **Pages 5 & 6**. Do a **first read** for gist: "What is the text mainly about?" (The discovery of an ancient shipwreck near a sunken city).
3. Focus on **sequencing** (**Ex. 3, P.6**). Model how to find dates and events in the text to place them in order.

 **Practice (Review Book Exercises)**

- **Ex. 1 – P.5:** *Read and listen. What is a shipwreck?* Set the purpose for reading.
- **Ex. 2 – P.6:** *Read and match. Vocabulary in context.*
- **Ex. 3 – P.6:** *Read again and complete the timeline. Sequencing practice.*
- **Ex. 4 – P.6:** *Read again and answer. Comprehension check.*

 **Assessment**

Timeline Check: Provide a timeline with 3 of the 5 events from Ex. 3 filled in. Students write the two missing events in the correct spots.

Why? Because... Ask: "Why are archaeologists excited about this ship?" (It was almost complete, shows Egyptian ship style).

 **Evaluation**

- **The lesson:** It extended the theme of heritage/archaeology into a new, engaging context (marine archaeology), building reading stamina.
 - **The students:** They successfully extracted chronological information and specific details from a longer, factual text.
 - **The teacher:** They supported reading comprehension by breaking down the text into manageable chunks and focusing on key organizational features (dates, cause-effect).
-

 Lesson 4: From Reading to Writing – The Wreck Diver's Story Learning Objectives

- **Synthesize** information from a reading to imagine a related scenario.
- **Plan** a first-person narrative using guided prompts.
- **Write** a short, creative story using past tenses and unit vocabulary.

 Warm Up & Review

"Yesterday we read about real shipwrecks. Now, imagine YOU are a diver. What would you feel? What would you see? Would you be nervous or excited? Today, you get to write that story. You will explore your own underwater city."

 Presentation

1. Connect to the second text on **Page 7** about wreck diving in the Red Sea. Discuss what divers see and why it's exciting/dangerous.
2. Present the **creative writing task** on **Page 8**. Go through the planning questions (**Ex. 7**) one by one, brainstorming possible answers as a class.
 - *Why is the city under the water?* (Earthquake, tsunami).
 - *What can you find there?* (Pottery, statues, coins – link to artifact vocabulary).
3. Emphasize using **past tenses** (especially Past Continuous for setting the scene: "I was swimming... when I saw...") and **vocabulary** from the word bank.

 Practice (Review Book Exercises)

- **Ex. 5 & 6 – P.7:** *Read. What is wreck diving? / Read and answer.* Provides inspiration and context for the writing task.
- **Ex. 7 – P.8:** *Imagine that you are a diver... Make notes.* The crucial planning stage.
- **Ex. 8 – P.8:** *Write what happened when you explored the underwater city.* The main writing task.

 **Assessment**

The **finished story** (paragraph of 6-8 sentences) is the main assessment. Evaluate based on:

1. **Content & Planning:** Story answers most of the planning questions.
2. **Vocabulary:** Uses at least 3-4 words from the unit/review (e.g., artifacts, pottery, currents, explore).
3. **Grammar:** Correct use of past tenses, especially Past Continuous to describe the ongoing scene.

 **Evaluation**

- **The lesson:** It provided a motivating and creative culmination to the review, allowing students to apply their learning in an imaginative context.
- **The students:** They engaged deeply with the premise, produced detailed plans, and wrote coherent narratives incorporating unit language.
- **The teacher:** They scaffolded the writing process perfectly, from group brainstorming to individual planning to final composition, ensuring all students could access the task.

 **Review Unit Wrap-up:**

This review unit successfully moved from discrete-point testing of vocabulary and grammar to integrated skills practice, culminating in a productive writing task. It reinforced connections between the three thematic units, showing how language learned in one context (e.g., "artifact" from U9) can be applied in another (a story about diving). This approach ensures knowledge is consolidated, flexible, and ready for use.

Unit 10: Connecting the World – Communication and Social Media

Overall Unit Goal:

To enable students to describe various means of communication, give advice using *should/shouldn't*, understand the safe use of social media, write a formal letter, and discuss technological solutions to environmental problems.

Lesson 1: Ways We Connect – Means of Communication

Learning Objectives

- **Identify** and **describe** at least six modern means of digital communication.
- **Compare** traditional and contemporary communication methods.
- **Discuss** the reliability of information found online.

New Vocabulary

Means of communication, electronic devices, email, instant message (IM), social media platform, presentation, website, blog, vlog, account, access, post, private message, reliability, fact-checking.

Warm Up & Review

"Good morning! Quick show of hands: How did you say 'good morning' to someone not in this room today? A text? A call? How about 100 years ago? Let's think about how talking to people has changed. Today, we're starting a unit all about connection!"

Presentation

1. Introduce the term "**means of communication**". Use the images and text on **Page 3**.
2. Present each digital means clearly:
 - **Email:** Digital letter (needs an account).
 - **Instant Message:** Private message on social media.
 - **Presentation:** Talking to share information.
 - **Website:** A 'home page' on a topic.
 - **Blog:** A personal website with regular written posts.
 - **Vlog:** A personal website with regular video posts.

3. Discuss the **Did you know?** about carrier pigeons to contrast past and present.

Practice (Pupil's Book Exercises)

- **Reading & Listening – P.3:** *Listen and read.*
- **Ex. 1 – P.3:** *Read again and answer the questions.* Check comprehension of each means.
- **Ex. 2 – P.4:** *Read and match.* Sentence completion to solidify understanding.
- **Listening – P.4:** *Listen to the teacher talking about reliability...* Students check the topics discussed.
- **Discussion – P.4:** *Ask and answer with a partner.*


Assessment

Create a table: Two columns: **Means of Communication** | **Used For....** Students list 4 means (e.g., Email, Blog) and write one use for each.

True or False: "A vlog is for writing long stories." (False)

Evaluation

- **The lesson:** It effectively categorized modern communication tools, providing clear definitions and distinctions.
 - **The students:** They could differentiate between similar concepts (blog vs. vlog, email vs. IM) and began considering online safety.
 - **The teacher:** They connected the lesson to students' daily lives, making the vocabulary immediately relevant and usable.
-

 Lesson 2: Good Advice – Using Should and Shouldn't Learning Objectives

- **Understand** the function of *should* and *shouldn't* for giving advice.
- **Form** correct sentences using *should/shouldn't + base verb*.
- **Apply** the structure to give practical advice related to writing and daily life.

 New Vocabulary

Touch type, checklist, publish, share, correct, hurt, break (n), capital letter, title, handwriting, be afraid, hide.

Contraction: Shouldn't = should not.

 New Structure

Should / Shouldn't for Advice

- **Rule:** Subject + should/shouldn't + base form of the verb.
- **Use:** To give advice, make a suggestion, or say what is a good/bad idea.
- **Examples:**
 - You **should** touch type your story. (Good idea)
 - You **shouldn't** hide your writing. (Bad idea)
- **Formation:** Same for all subjects (I, you, he, we, they should/shouldn't...).

 Warm Up & Review

"Imagine your friend is feeling sick. What do you say? 'You should drink water.' 'You shouldn't go outside.' We use special words to give good ideas: *should* and *shouldn't*. Let's learn how to use them like experts."

 Presentation

1. Read the story about Adam on **Pages 5-6**. Highlight all the sentences where his mom gives advice using *should/shouldn't*.
2. Present the grammar rule explicitly using **Ex. 3, P.6**.
3. Contrast *should* (good idea) and *shouldn't* (bad idea). Write example sentences on the board.

 **Practice (Pupil's Book Exercises)**

- **Ex. 3 – P.6:** *Read and choose.* Clarifies the rule.
- **Ex. 4 – P.6:** *Read and complete the sentences with should or shouldn't.* Context: advice for writing.
- **Ex. 5 – P.6:** *Give your friend advice.* Students generate their own advice for common situations.
- **Practice – P.6:** *Practice the short dialogs...* Pair work to practice speaking.

 **Assessment**

Transform the sentences: Provide sentences in the affirmative; students change them to advice with *should* or *shouldn't*.

Example: "It's late. (go to bed) -> You **should** go to bed."

Give advice: Show a picture of someone looking at a screen in the dark. Students write one piece of advice using *shouldn't*.

 **Evaluation**

- **The lesson:** It introduced a high-frequency, useful grammatical structure through a relatable context (a writer's advice).
- **The students:** They quickly grasped the concept and were able to produce correct sentences for both giving and prohibiting actions.
- **The teacher:** They provided ample practice, moving from recognition to controlled production and then to freer, personalized use.

 Lesson 3: Staying Safe Online – A Social Media Story

 Learning Objectives

- **Comprehend** a narrative about the risks and safe use of social media.
- **Identify** solutions to online problems (privacy settings, turning off comments).
- **Express** and **justify** an opinion on the benefits and drawbacks of social media.

 New Vocabulary

Sign up/sign in, account, cyberfriends, post, comment, nasty, horrible, make fun of, settings, private, turn on/off.

 Warm Up & Review

"Who has heard of 'social media'? What are some names? (Facebook, Instagram, TikTok). They can be fun, but are they always safe? What could go wrong? Today's story is about a boy named Youssef who learns this lesson."

 Presentation

1. Pre-teach key vocabulary using the phrases in the box on **Page 7**.
2. Read "Youssef Goes Online" (**Pages 7-8**). Stop to check comprehension at key points: Wael's use, Youssef's sign-up, the nasty comments, mom's solution.
3. Focus on the **solutions**: making a page *private*, *turning off comments*. Discuss why these are important.

 Practice (Pupil's Book Exercises)

- **Prediction – P.7:** *Read the title... What do you think the story is about?*
- **Ex. 1 – P.7:** *Read the story and answer the questions.*
- **Discussion – P.8:** *Discuss these questions.* Facilitate a respectful conversation about personal experiences and opinions on social media.


 Assessment

Sequence the events: Provide 5 key events from the story in jumbled order. Students number them 1-5.

Problem-Solution Chart: Students complete: *Problem:* Nasty comments online. *Solution* 1: _____. *Solution* 2: _____.

 **Evaluation**

- **The lesson:** It addressed a critical modern-life issue (digital citizenship) in an age-appropriate and non-frightening way.
 - **The students:** They engaged with the ethical dilemmas, demonstrated comprehension of the story's lessons, and shared thoughtful opinions.
 - **The teacher:** They managed sensitive discussion points carefully, emphasizing safety and empowerment over fear.
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 **Lesson 4: Making Your Voice Heard – Writing a Formal Letter** **Learning Objectives**

- **Identify** the structure and features of a formal letter to an editor.
- **Use** correct punctuation (periods, commas, question marks) and linking words (and, or, but).
- **Write** a persuasive letter proposing a new school club.

 **New Vocabulary**

Editor, writer's club, poetry, currently, general, improve, skills, global community, sincerely, punctuation, preposition, coordinating conjunction.

 **New Structure****Formal Letter Conventions & Linking Words**

- **Structure:** Salutation (Dear Editor,) -> Body (state purpose, give reasons) -> Closing (Sincerely yours, Name).
- **Punctuation:** Capital letters, periods, commas, question marks.
- **Linking Words:** **And** (addition), **But** (contrast), **Or** (choice).

 **Warm Up & Review**

"Has anyone ever read the 'letters to the editor' section in a newspaper? People write to share ideas or ask for changes. What's one thing you'd like to change at our school? Today, you'll learn how to write a formal letter to ask for it!"

 **Presentation**

1. Analyze Amira's letter on **Page 9**.
2. Use the **Writing tip!** on **Page 10** to highlight key features: salutation, closing, clear purpose, supporting examples.
3. Focus on **language mechanics** using Ex. 3, P.9: color-coding punctuation, prepositions (at/in), and conjunctions (and/or/but). This visual activity reinforces their roles.

 **Practice (Pupil's Book Exercises)**

- **Ex. 1 & 2 – P.9:** *Read the letter... / Read again. Complete the sentences.*
- **Ex. 3 – P.9:** *Read again and follow the instructions. Grammar detective work.*

- **Ex. 1 & 2 – P.10:** Write the missing punctuation... / Write the missing prepositions. Focused practice on mechanics.
- **Ex. 3 & Writing Task – P.10:** Write the missing coordinating conjunctions... / Write a letter to the editor... The main writing task.

Assessment

The **finished letter to the editor** is the main assessment. Evaluate based on:

1. **Structure:** Includes proper salutation, body with clear request and reasons, and closing.
2. **Content:** Persuasive reasons for the new club.
3. **Mechanics:** Correct use of capital letters, basic punctuation, and at least one conjunction (and, but, or).

Evaluation

- **The lesson:** It taught a practical real-world writing genre, breaking it down into manageable structural and grammatical components.
- **The students:** They produced coherent, persuasive letters using a formal register for the first time.
- **The teacher:** They used a strong model text and a creative (color-coding) activity to teach grammar in context.

 **Lesson 5: Tech for Good – Presentation Project**
 **Learning Objectives**

- **Listen** for specific information about technological solutions to air pollution.
- **Use** presentation phrases to structure a short talk.
- **Collaborate** to design and present a proposal for a kid-friendly social media platform.

 **New Vocabulary**

Smog-free tower, electric cars, scrubber, fossil fuels, collect, jewelry, confident, eye contact.

Presentation Phrases: Good morning everyone, Let's start with..., Today I'm going to talk about..., Now let's look at..., Thank you very much, Are there any questions?

 **Warm Up & Review**

"We've talked about how tech helps us communicate. Can tech also help our planet? What inventions clean the air? Let's listen to a podcast from 'Technology World Today' to find out. Then, you'll become tech inventors yourselves!"

 **Presentation**

1. **Listening (Page 11):** Pre-teach key terms (smog, scrubber). Guide students to listen for the order of inventions and specific details.
2. **Presentation Skills (Page 12):** Teach the presentation phrases. Model a mini-presentation using them. Review the tips (smile, eye contact, speak slowly).
3. **Final Project (Page 13):** Introduce the task: design a social media platform for kids. Brainstorm ideas as a class for the categories: name, age rules, content, features, safety rules.

 **Practice (Pupil's Book Exercises)**

- **Ex. 1 & 3 – P.11:** *Discuss... / Listen to the podcast...* Activate prior knowledge and listening practice.
- **Ex. 4 – P.11:** *Listen to the podcast again and circle.* Detailed listening comprehension.
- **Ex. 5 & 6 – P.12:** *Listen and repeat... / Read these presentation tips.* Practice delivery skills.
- **Project – P.13:** Students work in pairs to plan their platform and prepare a short presentation using the learned phrases and tips.

 **Assessment**

The **pair presentation** of their social media platform is the main assessment. Evaluate based on:

1. **Content:** Idea is clear and addresses the task (for kids, has rules).
2. **Language:** Use of some presentation phrases and unit vocabulary.
3. **Delivery:** Attempts to use tips (speaks clearly, makes some eye contact).

 **Evaluation**

- **The lesson:** It integrated listening comprehension, speaking skills, and creative collaboration into a engaging final project.
- **The students:** They synthesized unit themes (communication, safety, advice) into an original product and practiced public speaking in a supportive setting.
- **The teacher:** They created a "tech showcase" atmosphere, celebrated creativity, and provided a clear framework for successful presentations.

 **Unit Wrap-up:**

This unit equipped students with essential 21st-century skills: digital literacy (understanding communication tools and online safety), persuasive writing (formal letters), and effective speaking (presentations). It moved from understanding technology, to using it wisely, to finally imagining and proposing better versions of it, fostering both critical thinking and creative agency.

Unit 11: Getting Around – Transportation and Urban Life

Overall Unit Goal:

To enable students to discuss different modes of transportation, contrast urban and rural lifestyles, use comparative and superlative adjectives, understand the history of transportation, write a plan for a sustainable city, and create a radio show presentation.

Lesson 1: City Life – Traffic and Urban Transportation

Learning Objectives

- **Describe** common problems and features of urban transportation.
- **Use** vocabulary related to traffic and journeys accurately.
- **Identify** and **understand** basic street signs and traffic rules.

New Vocabulary

Destination, on foot, on time, traffic, traffic lights, traffic jam, trip, public transportation, seat belt, turn left, animals crossing, children playing, stop.

Warm Up & Review

"Good morning! How did you get to school today? Was it easy or difficult? Did you see a lot of cars? In big cities, moving around can be a challenge. Today, we're going to talk about the language of city travel: traffic!"

Presentation

1. Present the vocabulary using the cloze text on **Page 3**. Discuss each term in context.
 - *Traffic jam*: Many cars not moving.
 - *On time*: Not late.
 - *Destination*: Where you want to go.
2. Use the images to solidify meaning (e.g., picture of traffic lights, someone walking).
3. Introduce the **street signs** on **Page 4 (Ex. 6)**. Match each sign to its rule, explaining the symbols.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.3**: Read and complete the text... Vocabulary in context.

- **Ex. 2 & 3 – P.3:** *Listen and read... / Listen and say.* Pronunciation and reinforcement.
- **Ex. 4 & 5 – P.4:** *Ask your partner... / Now ask your partner.* Speaking activity using the vocabulary in personal questions.
- **Ex. 6 – P.4:** *Match the street signs to the traffic rules.*

Assessment

Draw the sign: Say a traffic rule (e.g., "You must wear a seat belt."). Students draw the corresponding sign.

Complete the dialogue: Provide a short dialogue about going to school with blanks for *traffic jam, on time, destination*. Students fill in the blanks.

Evaluation

- **The lesson:** It effectively introduced practical, high-frequency vocabulary for describing a common daily experience (commuting).
 - **The students:** They used the new terms to talk about their own journeys and understood basic road safety signs.
 - **The teacher:** They connected language learning to real-world survival skills (understanding signs) and facilitated personalization through partner interviews.
-

Lesson 2: A Cleaner, Greener City – Comparatives & Superlatives

Learning Objectives

- **Form** and **use** comparative and superlative adjectives.
- **Understand** the meaning of the prefixes **re-**, **un-**, and *dis-*.
- **Discuss** features of an ecological city using the new vocabulary.

New Vocabulary

Green spaces, bike paths, residents, recycling bins, volunteer, pick up garbage, reduce, reuse, recycle, ecological, urban environment.

Prefixes: re-, un-, dis-.

New Structure

Comparative and Superlative Adjectives

- **Comparative (2 things):** Adjective + -er OR more + adjective + than.
 - *Green -> greener than*
 - *Ecological -> more ecological than*
- **Superlative (3+ things, the most):** the + adjective + -est OR the most + adjective.
 - *Green -> the greenest*
 - *Ecological -> the most ecological*
- **Irregulars:** good -> better -> best; bad -> worse -> worst.

Warm Up & Review

"Look at these two pictures: a crowded city street and a park. Which one is *green*? Which one is *greener*? Which one is *the greenest* place you know? We use special forms of adjectives to compare things. Let's learn them to talk about better cities."

Presentation

1. Read the conversation on **Page 5**. Focus on the **red words** (ecological vocabulary) and the **underlined/circled** adjectives (comparatives/superlatives).
2. Present the grammar rule systematically using the table in **Ex. 2, P.6**.

3. Explain the **prefixes** using the examples in **Ex. 4 & 5, P.6**: *re-* (again), *un-*/dis- (not, opposite of).

Practice (Pupil's Book Exercises)

- **Ex. 1 & 3 – P.5:** *Listen and read... / Listen and read again...* Identify vocabulary and target grammar.
- **Ex. 2 – P.6:** *Write the comparative and superlative adjectives in the table.*
- **Ex. 3 – P.6:** *Write the sentences.* Production of comparative/superlative sentences.
- **Ex. 4 & 5 – P.6:** *What do you think the prefix re- means...?* Vocabulary building through word analysis.

Assessment

Create comparisons: Show three images (e.g., a bus, a car, a bike). Students write two sentences:

1. A bike is _____ (ecological) than a car. (*more ecological*)
2. A bike is _____ (good) form of transport. (*the best*)

Prefix Power: Give the base word *happy*. Students write the word with *un-* and use it in a sentence.

Evaluation

- **The lesson:** It combined environmental themes with core grammar, making the learning of comparatives/superlatives meaningful and relevant.
- **The students:** They successfully formed regular and some irregular comparatives/superlatives and understood how prefixes change word meaning.
- **The teacher:** They used a clear table for rules and provided immediate practice, ensuring understanding before more complex application.

 Lesson 3: Wheels Through Time – The History of Transport Learning Objectives

- **Sequence** the historical development of transportation methods.
- **Extract** specific information from a chronological text.
- **Summarize** the main points of a text in a few sentences.

 New Vocabulary

Steam engine, wagon, cart, goods, market, rural, gasoline, streetcar, subway, high-speed train, rocket, solar panel, engineer.

 Warm Up & Review

"Close your eyes. Imagine no cars, no buses, no planes. How did people travel 5,000 years ago? 500 years ago? How did we get from walking to flying? Today's text is like a timeline, showing the amazing journey of transportation."

 Presentation

1. Introduce the text on **Page 7**. Do a **gist reading**: Ask students to choose the best title after a quick skim.
2. Focus on **sequencing**. Create a timeline on the board: Walking -> Animals -> Boats -> Wheel (carts) -> Steam (trains/ships) -> Gasoline (cars) -> Electric/Solar.
3. Highlight the past-to-present structure and the future-looking final paragraph about "greener" options.

 Practice (Pupil's Book Exercises)

- **Ex. 1 – P.7:** Read the text and choose the best title. (Transportation Then and Now).
- **Ex. 2 – P.8:** Order the types of transportation... Visual sequencing activity.
- **Ex. 3 – P.8:** Read again and write T or F. Detailed comprehension.
- **Ex. 4 – P.8:** Write a summary... Synthesis and writing skill.
- **Discussion – P.8:** Work with a partner...

 **Assessment**

Timeline Fill-in: Provide a timeline with 4 out of 7 transportation milestones missing. Students write the missing stages in the correct order.

One-Sentence Summary: "Transportation has changed from _____ to _____ to help people travel faster and farther."

 **Evaluation**

- **The lesson:** It developed historical perspective and reading skills for informational, chronological texts.
 - **The students:** They demonstrated understanding of historical progression and could distinguish between past, pivotal inventions, and present/future trends.
 - **The teacher:** They used visual aids (timeline) effectively to support comprehension of sequence, a key skill in reading history.
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 Lesson 4: My Ideal City – Planning and Opinion Writing Learning Objectives

- **Identify** the structure and language features of a plan (headings, opinion phrases).
- **Use** expressions for giving opinion appropriately.
- **Write** a coherent plan for an ideal, ecological city using headings.

 New Vocabulary

Canal, roof, water vapor, waterways, ferry system, driverless, hydrogen gas, located, palm trees.

Opinion Phrases: I believe that..., In my opinion..., Personally, I think..., I am sure that..., From what I know....

 Warm Up & Review

"If you were the mayor and could design a new city from zero, what would it be like? Where would it be? How would people get around without polluting? Today, you'll read Sherif's plan and then write your own. You're the architect!"

 Presentation

1. Analyze Sherif's plan on **Pages 9-10**.
2. Focus on **organization**: It uses **headings** (Land Transportation, Water Transportation). Teach the **Writing tip!** about capital letters in headings.
3. Focus on **language**: Highlight the **bold opinion expressions**. Discuss how they make writing more persuasive.
4. Model how to use the planning questions to structure their own writing.

 Practice (Pupil's Book Exercises)

- **Ex. 1 – P.9:** *Match the words and definitions.* Pre-teach key vocab.
- **Ex. 2 & 3 – P.9:** *Read Sherif's plan... / Read again and choose.* Identifying correct headings and details.
- **Ex. 4 & 5 – P.10:** *Find the expressions... / Write a plan for your ideal city.* The main writing task.

 Assessment

The "**Plan for My Ideal City**" is the main assessment. Evaluate based on:

1. **Structure:** Uses at least two clear headings (e.g., "Energy," "Transportation").
2. **Content:** Describes the city and explains ecological transportation.
3. **Language:** Uses at least two opinion expressions correctly.

 **Evaluation**

- **The lesson:** It taught a specific genre of writing (a plan with headings) and useful persuasive language, preparing students for project-based tasks.
 - **The students:** They produced organized, creative, and opinionated plans, applying vocabulary from the unit.
 - **The teacher:** They provided an excellent model text and clear success criteria, enabling independent creative writing.
-

 Lesson 5: Voices of the World – Radio Show Project Learning Objectives

- **Listen** for specific details about transportation in different countries.
- **Collaborate** to research, plan, and perform a radio show segment.
- **Present** information clearly, describing advantages and disadvantages.

 Warm Up & Review

"Let's take a trip around the world! How do kids in other countries get to school? By boat? By sled? By cable car? Let's listen to a radio show to find out. Then, you'll create your own radio show about transportation in Egypt."

 Presentation

1. **Listening (Page 11):** Pre-teach any challenging terms (e.g., fjord, gondola). Guide students to listen for matching names to countries and transport, then for specific details.
2. **Radio Show Project (Page 13):** Introduce the final task. Go through the steps:
 - Step 1: Assign roles (host/guest).
 - Step 2: Choose a show name.
 - Step 3: Choose 4 Egyptian transport types.
 - Step 4: Use the table to list **advantages and disadvantages** for each.
 - Step 5: Perform (and record).

 Practice (Pupil's Book Exercises)

- **Ex. 1 & 3 – P.11:** *Discuss... / Listen to the radio show.* Activate knowledge and listening practice.
- **Ex. 4 – P.11:** *Listen to the radio show again. Choose...* Detailed listening.
- **Ex. 1 & 2 – P.12:** *Which types... / Describe a kind...* Prepares for the project by practicing describing pros/cons.
- **Project – P.13:** Students work through all steps to prepare and perform their radio show.

 Assessment

The **radio show performance** is the main assessment. Evaluate based on:

1. **Content:** Covers 4 types of transport with at least one pro and con each.
2. **Collaboration:** Pairs work together smoothly, host asks questions, guest gives answers.
3. **Clarity:** Information is understandable; speakers are audible.

Evaluation

- **The lesson:** It provided an engaging, integrated skills finale that required research (thinking about local transport), planning, collaboration, and speaking.
- **The students:** They took on professional roles (host, guest), synthesized information into a structured format, and practiced fluent speaking for an audience.
- **The teacher:** They created a "radio studio" atmosphere, set clear guidelines for the project, and celebrated the final performances.

Unit Wrap-up:

This unit took students on a logical journey from experiencing transportation problems, to learning the language to discuss solutions (comparatives, ecological terms), to understanding its history, to envisioning a better future (ideal city plan), and finally to reporting on current realities (radio show). It blended practical language, critical thinking about sustainability, and creative project work seamlessly.

Reader Unit:

Amir Takes Action

Overall Unit Goal:

To develop students' reading fluency, comprehension, and vocabulary through a compelling narrative about environmental activism. The unit focuses on problem-solving, community action, and personal responsibility, while building skills in sequencing, inference, and narrative analysis.

 Lesson 1: A Distressing Discovery (Pages 1-12) Learning Objectives

- **Predict** the story's conflict based on the title and initial illustrations.
- **Identify** the main character's motivation and initial emotional response.
- **Define** and **use** key environmental vocabulary from the story's context.

 New Vocabulary

Biodegradable, seagull, nest, cloth, laundry, roof, washing machine, action, research, plastic bags, plastic bottles, riverbanks, fishermen, worry, discover.

 Warm Up & Review

"Good morning, class! Look at the cover. The title is 'Amir Takes Action'. What does it mean to 'take action'? Have you ever seen something wrong and wanted to fix it? Today, we'll meet Amir, a boy who sees a problem and decides he must do something about it."

 Presentation

1. **Picture Walk:** Use the illustrations on **Page 2** to pre-teach key vocabulary (biodegradable bag, seagull, laundry, etc.) and set the scene (a coastal/riverside town).
2. Introduce Amir and the initial problem: He sees a seagull in trouble. Discuss: "What's wrong with the seagull? (It might be tangled in plastic). How does Amir feel?"
3. Read the first part of the story up to **Page 12**. Stop to check comprehension and discuss Amir's growing concern.

 **Practice (Reader Activities)**

- **Guided Reading:** Read Pages 1-12 aloud as a class, with choral or paired reading for key paragraphs.
- **Vocabulary in Context:** Find and highlight the new words. Create simple definitions as a class.
- **Discussion:** "Why is Amir worried about the seagull? What did he discover when he researched online? (Plastic pollution is a huge problem)."

 **Assessment**

Match the word to its picture: Provide images from Page 2 (seagull, biodegradable bag, washing machine) and the vocabulary words. Students match them.

Short Answer: "Why did Amir send the picture to his friends?" (He was worried and wanted to help).

 **Evaluation**

- **The lesson:** It effectively established the narrative's environmental theme and the protagonist's empathetic, proactive character.
- **The students:** They connected with the animal welfare issue and understood the link between individual observation (a bird) and a larger global problem (plastic pollution).
- **The teacher:** They used visuals powerfully to build vocabulary and context, making the abstract concept of pollution tangible.

Lesson 2: Planning for Change (Pages 13-19)

Learning Objectives

- **Extract** specific action points from a group discussion in the text.
- **Sequence** the steps the friends take to develop their plan.
- **Infer** character traits from their actions and suggestions (e.g., Amir is a leader, Waleed is resourceful).

New Vocabulary

Tablet, notes, cloth bags, market, store, clean up, contact, cousins, fishermen, plans.

Warm Up & Review

"Yesterday, Amir and his friends knew they had a big problem. What's the first thing you do with a big problem? You make a plan! Let's read to see what creative ideas a group of friends can come up with."

Presentation

1. Focus on **Page 13**, Amir's notes. Present this as the "action plan." Analyze each bullet point:
 - *Use cloth bags.* (Reusable alternative)
 - *Use biodegradable bags.* (Better disposable option)
 - *Clean up the riverbanks.* (Direct action)
 - *Contact children in other towns.* (Spreading awareness)
2. Discuss how each friend contributes based on their family or connections (Waleed's dad has a store, Anissa's dad knows fishermen, Dalia has cousins).
3. Read through **Page 19** to see the initial steps of the plan being set in motion (e.g., Anissa talking to her dad).

Practice (Reader Activities)

- **Reading & Analysis:** Read Pages 13-19. Create a **story map** or **planning chart** on the board: *Problem -> Ideas -> People who can help.*
- **Role Play:** In small groups, students role-play the friends' meeting, each taking a character and explaining their idea from the list.

- **Comprehension (Ex. 2, P.20):** Read and write T or F. Check understanding of key plot points.

Assessment

List the Plan: Provide a graphic organizer with four boxes. Students write one of Amir's action points in each box.

Character Connection: "Which friend can help with cleaning the river? (Anissa, because her dad knows fishermen)."

Evaluation

- **The lesson:** It highlighted teamwork, problem-solving, and leveraging community resources—valuable life skills beyond language.
 - **The students:** They understood the cause-and-effect relationship between the problem and the multi-pronged solution, and could identify individual roles within a team.
 - **The teacher:** They facilitated collaborative analysis of the plan, reinforcing the message that complex problems require coordinated solutions.
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 Lesson 3: Community in Action (Pages 16-20 & Conclusion) Learning Objectives

- **Describe** how the plan moves from ideas to community action.
- **Understand** the positive outcomes of the characters' efforts.
- **Express** the story's moral or main message about environmental stewardship.

 New Vocabulary

(Synthesizing from the whole story) Respect, nature, beautiful, take action, community, help, change.

 Warm Up & Review

"We have a great plan. But does it work? What happens when you ask adults for help? When a community works together? Let's finish the story and see the power of teamwork!"

 Presentation

1. Read the conclusion of the story (likely pages showing the plan's execution and results, based on Ex. 2 on P.20 which references outcomes).
2. Focus on the **community aspect**: Fishermen help clean, a dad uses biodegradable bags, grandma makes cloth bags.
3. Discuss the **resolution**: The environment is cleaner, the seagull is safe(?), the children feel empowered. Elicit the story's **moral** (Ex. 3, P.21: "All of nature is beautiful. We must respect it.").

 Practice (Reader Activities)

- **Reading the Conclusion**: Read the final pages together.
- **Ex. 3 – P.21**: *Read and number the pictures.* Sequencing activity for the entire story's key events.
- **Ex. 2 – P.20**: Complete the True/False exercise, which covers the story's middle and end.
- **Group Discussion**: "What is the most important lesson from this story? What is one thing YOU can do to respect nature?"


 Assessment

Cause and Effect Chain: Provide a worksheet: "Cause: Amir saw a seagull in trouble. Effect: _____. Cause: The friends made a plan. Effect: _____." Students complete the chain.

The Moral: Students write the story's moral in their own words and draw a picture to represent it.

 **Evaluation**

- **The lesson:** It provided a satisfying narrative closure and successfully drew out the story's overarching themes of respect, responsibility, and hope.
 - **The students:** They were able to articulate the story's message and make connections to their own potential for positive action.
 - **The teacher:** They guided the discussion from plot summary to thematic understanding, encouraging personal reflection.
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 Lesson 4: Comprehension and Vocabulary Consolidation Learning Objectives

- **Demonstrate** overall comprehension of the story's plot, characters, and sequence.
- **Use** story vocabulary accurately in new, related contexts.
- **Differentiate** between true and false statements about the story.

 Warm Up & Review

"Let's be story detectives! We're going to go back through 'Amir Takes Action' and make sure we know all the clues—the who, what, when, where, and why. We'll also play with the great new words we've learned."

 Presentation

1. Do a **whole-story review** using the numbered pictures from **Ex. 3, P.21**. As a class, put the major story events in order orally.
2. Revisit challenging vocabulary. Create a **word wall** with the key terms. Play a quick "I Spy" game: "I spy a word that means a bag that feeds plants." (Biodegradable).
3. Analyze the **True/False sentences (Ex. 2, P.20)**. For false statements, model how to find evidence in the story to correct them.

 Practice (Reader Exercises)

- **Ex. 3 – P.21:** *Read and number the pictures.* The main sequencing assessment.
- **Ex. 2 – P.20:** *Read and write T or F.* The main comprehension check.
- **Vocabulary Challenge:** In pairs, students choose 5 vocabulary words and create a new, simple sentence for each one that is *not* from the story (e.g., "We put the *laundry* on the line.").

 Assessment

Story Timeline: Provide 6 blank boxes. Students draw or write one key event from the story in each box, in the correct order.

Vocabulary Quiz: Matching or fill-in-the-blank with unit vocabulary (biodegradable, seagull, research, riverbanks, etc.).

 Evaluation

- **The lesson:** It effectively reinforced and assessed comprehension and vocabulary acquisition through varied, engaging activities.
 - **The students:** They showed mastery of the story's sequence and details, and could apply vocabulary outside the original context.
 - **The teacher:** They used games and collaborative review to make consolidation active and enjoyable.
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 Lesson 5: Be the Change – An Environmental Action Project Learning Objectives


- **Synthesize** the story's themes to identify a local environmental issue.
- **Collaborate** to create a simple action plan poster.
- **Present** the plan to peers, using language and inspiration from the story.

 Warm Up & Review

"Amir and his friends saw a problem and made a plan. Look around our school or neighborhood. Is there a small environmental problem we could tackle? Litter? Wasting water? Not recycling? Today, you will work in teams to be like Amir and create your own 'Action Plan'."

 Presentation

1. Introduce the final project: "**Our Class Takes Action.**"
2. Brainstorm local issues as a class. Write them on the board (e.g., paper waste in class, plastic bottles in the playground, lights left on).
3. Present a simple planning template mirroring Amir's notes:
 - **Problem:** (What we see)
 - **Our Plan:** (2-3 ideas: Reduce, Reuse, Clean-up, Tell others)
 - **Who can help?** (Our class, teacher, janitor, parents)
 - **Slogan/Moral:** (e.g., "Respect Our School")

 Practice (Project Work)

- **Step 1 – Brainstorming:** In small groups, students choose one issue from the class list.
- **Step 2 – Planning:** Groups fill out their planning template.
- **Step 3 – Creating:** Groups create a poster to present their plan. The poster must have a title, their simple plan, and a drawing.
- **Step 4 – Presenting:** Each group gives a very short presentation (1-2 minutes) of their poster to the class.

 **Assessment**

The **group poster and presentation** are the main assessment. Evaluate based on:

1. **Content:** Plan addresses a clear issue with actionable steps.
2. **Collaboration:** All group members contributed.
3. **Presentation:** Group speaks clearly about their plan.

 **Evaluation**

- **The lesson:** It provided a powerful, authentic opportunity for students to apply the story's lessons, moving from literary comprehension to real-world application.
- **The students:** They engaged in meaningful discussion, practiced teamwork, and took ownership of a civic-minded project, mirroring the protagonist's journey.
- **The teacher:** They transformed the classroom into a workshop for change, empowering students and validating their ideas as important.

 **Unit Wrap-up:**

This reader unit did more than teach English; it fostered ecological literacy and agentic thinking. Students followed a character's journey from awareness to action, then embarked on a mini-version of that journey themselves. This process built language skills within a framework of empathy, critical thinking, and empowerment, showing students that their voices and actions matter.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

